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ABSTRACT

Prepared for an outdoor education program that features day trips to a rural camp in Ohio, this guide stresses environmental education and interpersonal skills. Written for grade five, the guide contains a student handbook for camp activities followed by a brief section for teachers. The introductory section of the student handbook states the program goals and provides a camp map, the schedule and rules, and brief descriptions of local Indian tribes. The remainder of the student section provides background information and instructions for 15 outdoor activities including bird watching, canoeing, using a compass, outdoor cooking, group problem solving, pond life study, a ropes course, cross country skiing, and nature study. The pond life unit includes a simple explanation of pond ecology, drawings to aid in identifying plant and animal life, and a page for student notes and sketches. Illustrations, diagrams, and worksheets are provided for each activity. The teacher's portion of the guide states the classroom teacher's responsibilities in the outdoor program, lists films and games that can be used to prepare for and follow-up camp activities, and provide teaching suggestions and behavioral objectives for two camp activities: pond life study and birdwatching. (JH)

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# OUTDOOR

# HUMAN RELATIONS

# PROGRAM

## Teacher's

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Mansfield City Schools

MANSFIELD CITY SCHOOLS

# OUTDOOR HUMAN RELATIONS PROGRAM

1979-80

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# FIFTH GRADE

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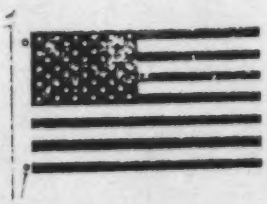
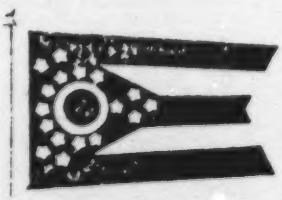


OLD GLORY



OHIO

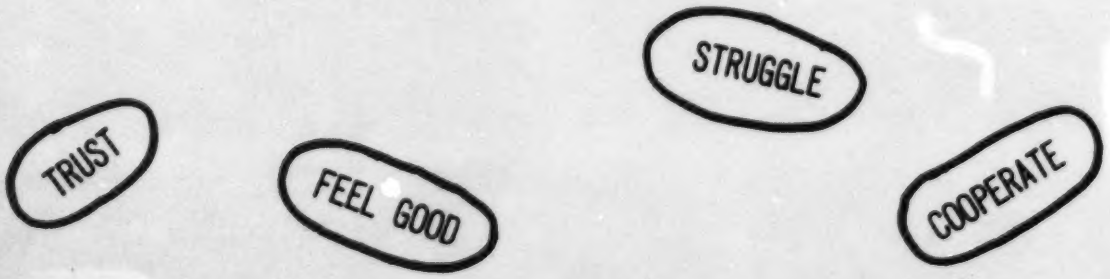
## WHAT'S GOING ON HERE?

The Outdoor Human Relations program will give you as a fifth grader and a sixth grader the chance to better understand, trust, and value yourself and others. The program will also give you an opportunity to learn about your physical environment and ways to protect that environment.

The outdoor setting allows you to feel the freedom of being out of the boundaries of a classroom and at the same time helps you feel the problems of responsible living with others in you environment.

Through the adventure and learning activities you will gain knowledge about yourself and your abilities. You will help and be helped by others. A better appreciation for the outdoors will be found, and whole new worlds will be opened by the many experiences you will have.

No student will leave without having successfully struggled to reach a seemingly unreachable goal, without having better understood someone else's feelings, and without feeling the intense need for cooperation with others and the environment.



YEARLY SCHEDULE FOR
OUTDOOR HUMAN RELATIONS PROGRAM

Fall - 2 days

Winter- 1 day

Spring- 2 days

---

DAILY SCHEDULE AT THE
RICHLAND RURAL LIFE CENTER

Leave School Soon After Buses Arrive

Arrival, Flag Raising, Plans for the Day

Morning Activity Periods ( 1 or 2 )

Lunch, Cleanup, Independent Investigation

Afternoon Activity Periods ( 1 or 2 )

Cleanup, Flag Lowering, Departure

Arrive Back at School in Time for Buses Home

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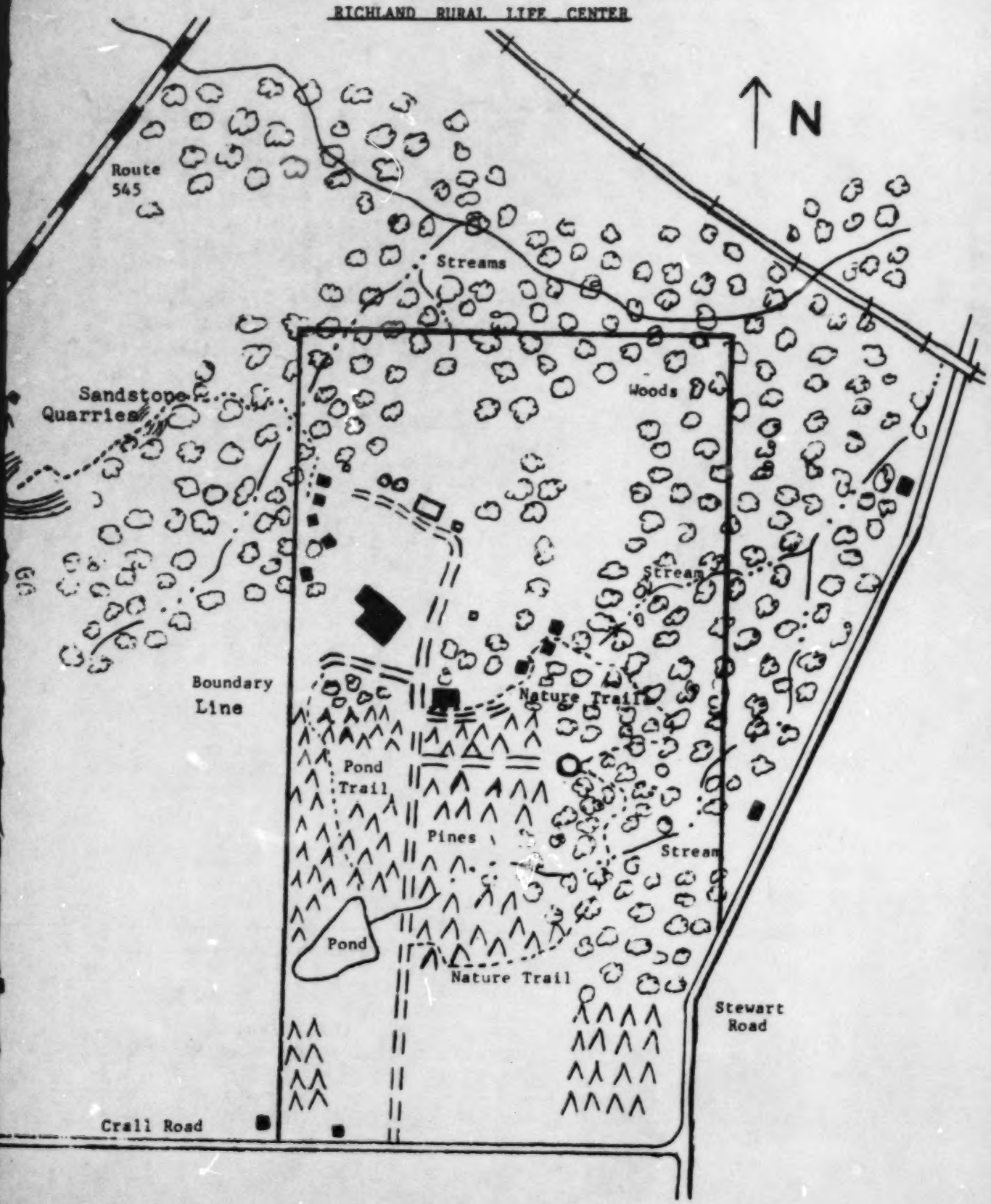
What is the STATE TREE of Ohio?

BUCKEYE

What is the STATE FLOWER of Ohio?

CARNATION


RICHLAND RURAL LIFE CENTER
N
Route 545
Streams
Sandstone Quarries
Woods
Stream
Boundary Line
Nature Trail
Pond Trail
Pines
Stream
Pond
Nature Trail
Stewart Road
Crall Road

AMERICAN indian

# LOCAL INDIAN HISTORY

**Delawares**
- -migrated from West eastward to Delaware River including Ohio
- -600 lived in Indian villages in Richland County in 1764
- -"Old Leather Lips" (Tom Lyons) frightened settlers with story about killing 99 white men.
- -in 1811, 100 Delawares tricked into leaving homes at Greentown Village, near Mansfield homes were burned; they killed Zimmer and Copus families near Mifflin in revenge.

**Ottawas**
- -traveled here from Canada
- -Ottawa Chief Pontiac became famous in the West
- -peace makers, not warriors

**Shawnees**
- -came from West to Florida then into Ohio
- -used area for hunting when first settlers built houses in Richland County in 1807.
- -Shawnee leader Tecumseh tried to unite all tribes in Ohio to protect themselves from settlers

**Wyandots**
- -moved here from Michigan and Canada before first white man walked here in 1750's
- -more war-like than most other Indians
- .200 Wyandots (last Indians to leave Ohio) forced to go to Far West in 1842.

## RULES

### General Rules

1. Report all injuries to a teacher.
2. The restrooms, buildings, trees, and rocks are for you and others to use, so do not scratch or write on them.
3. Eat food only at the lunch hour. Eat a big breakfast at home.
4. In the restrooms turn lights off if you are the last person out. Use one paper towel to dry hands. Close outside doors- they do not have automatic closers. Practice conservation.
5. Drink water only from the faucets in the lodge, on the porch and beside the swings. Do not drink water from streams or springs.
6. Put Kleenex, scrap paper, and other things you do not want in trash barrels.
7. The piano may be used at noontine when grace is sung. Students wishing to use the piano must have permission of a staff teacher and play softly.
8. All students are encouraged to touch and hold the animals at the live animal table only.
9. When you are finished with microscopes clean up slides, tables, and the microscopes. When you are done with anything, clean it up!
10. Use binoculars, magnifiers, lenses, and sighting devices at the table or on the porch, not on the grass. Never look at the sun through a magnifier, binoculars or lens.
11. Storerooms and kitchen are off limits unless asked by a teacher to go there.
12. No running in the lodge or on the porch.
13. If you are not allowed to participate in any activity tell a staff teacher right away.
14. You are expected to experience, learn, and enjoy the outdoors environment and activities in this program. Have fun in the right way - not wildness or horseplay.
15. This is a human relations program — getting to know and work with other humans. Share, smile, encourage, compliment, help, say and do good things, not put downs!

Great Seal State of Ohio

## Hiking Rules

1. Stay near your teacher. You will have opportunities to explore, but wait for your teacher's permission. When exploring, keep your teacher in sight at all times.

2. Do not be a litter bug. Whenever you see paper or trash left in the woods, pick it up and carry it back to the trash barrels.

3. Some animals like monkeys are supposed to climb trees and swing on grapevines. You are not.

4. Hold branches so that they will not snap back into another person's face.

5. Never run when you're carrying glass or a glass object like a jar or binoculars.

6. Trees, flowers, and mushrooms in the woods and fields are for all to see and enjoy. Do not break twigs from trees and definitely do not pick flowers and mushrooms without your teacher's permission. Ask your teacher's permission to bring plants, animals, or other things back to the lodge to research or display.

7. Nearly all animals are helpful to man. So do not tease, injure, or kill an animal, even small ones like spiders and ants. Only animals like house flies and mosquitoes that we know can spread disease should ever be killed.

8. When you walk up or down a hill, dig the sides of your feet into the hillside to prevent slipping.

9. When you turn over a rock or log to explore under it, be sure to roll the rock or log back to its original place. This way you do not change this home for the animals that live under it.

10. Talk quietly, Walk Indian style-softly on the balls of your feet. Animals know sounds of danger and will hide from noise and you.

11. Use your senses - look around you; smell flowers and crushed leaves; listen for birds and movements; feel surfaces of objects; do not taste any plant unless a teacher tells you.

## Lunch Rules

1. When your tribe has been called:
   (a) wash your hands,
   (b) get your lunch,
   (c) receive your milk,
   (d) remain standing at your table until grace is completed.

2. Eat at your own tribe tables.

3. Table manners are important. While eating, talk quietly. Clean up all food and milk spilled on the table and floor. Do not blow up and break bags or step on milk cartons.

4. When you are done eating, place all cans, papers, and food scraps in the trash barrels. Sponge your part of the table and clean up any food spilled on the floor. Then do research with animals, microscopes, materials or books, or sit quietly. Stay inside the lodge. Play piano quietly only with permission.

GRACES

(1) Noontime Is Here

Noontime is here
The table is spread
Thanks be to God
Who gives us bread.

(2) Johnny Appleseed Grace

The Lord is good to me
And so I thank the Lord
For giving me the things I need,
The sun and the rain and the
Appleseed.
The Lord is good to me.

PRAYER OF THE WOODS

I am the heat of your hearth on the cold winter nights, the friendly shade screening you from the summer sun, and my fruits are refreshing draughts quenching your thirst as you journey on.

I am the beam that holds your house, the board of your table, the bed on which you lie, and the timber that builds your boat.

I am the handle of your hoe, the door of your homestead, the wood of your cradle, and the shell of your coffin,

I am the bread of kindness and the flower of beauty.

Ye who pass by, listen to my prayer: harm me not.

This verse from the Ancient Portuguese has been use in Forest Reservations of Portugal for more than a thousand years.

## ART OUTDOORS

On this page you may draw any thing you observe at Outdoor Human Relations. You may be asked to make a sketch of something you will later sculpt, paint, or create using some medium. You might do your painting or charcoaling on this or the last page.

---

TITLE_____

Artist Signature_____

## BIRD WATCHING

Birds are among the most colorful and interesting animals with which you will become acquainted. To learn as much as you can about birds, you need to be quiet, listen, observe and be patient. The use of the clue chart will be helpful in identifying the birds that you see. Watch the behavior of the birds.

1. What is its size?

   To know its exact size in inches is very tricky to guess with any amount of accuracy. Use as your measuring stick birds that you are familiar with, such as a Sparrow, Robin, or Crow. Is the bird you see smaller than a Crow or a little larger than a Sparrow?

2. What field mark <u>colors</u> can you see?

   Color, sometimes, is enough to identify a bird. Consider the Cardinal, Blue Jay, or Goldfinch. Notice the different colors and locations of each color. Is the breast plain, spotted or streaked? Does the tail have a band at the tip or is it spotted? Is there a rump-patch? Does the bird have a stripe over the eye? Is the crown striped or is there a patch on the crown?

3. What is its <u>shape</u>?

   Is it slender or chunky? What are its wings like? Are they rounded or pointed? Is it a long or short-legged bird? Does it have a rounded bill or a short one? Is its bill thin or thick. Does it have a crest or a top like a Starling? Is its tail forked, notched, square tipped, round tipped or pointed?

4. In what <u>habitat</u> was it found?

   Do you observe it in the woods, in a field, by the lake, in pine trees, only in the air, on the ground?

5. How does it <u>fly</u>?

   Does it dip up and down or fly in a straight line, or soar? Does it turn this way and that or fly straight? Does it beat its wings slowly or rapidly? Does it travel alone or in flocks?

What is Ohio's
STATE BIRD ?

CARDINAL

6. How does it <u>act</u>?

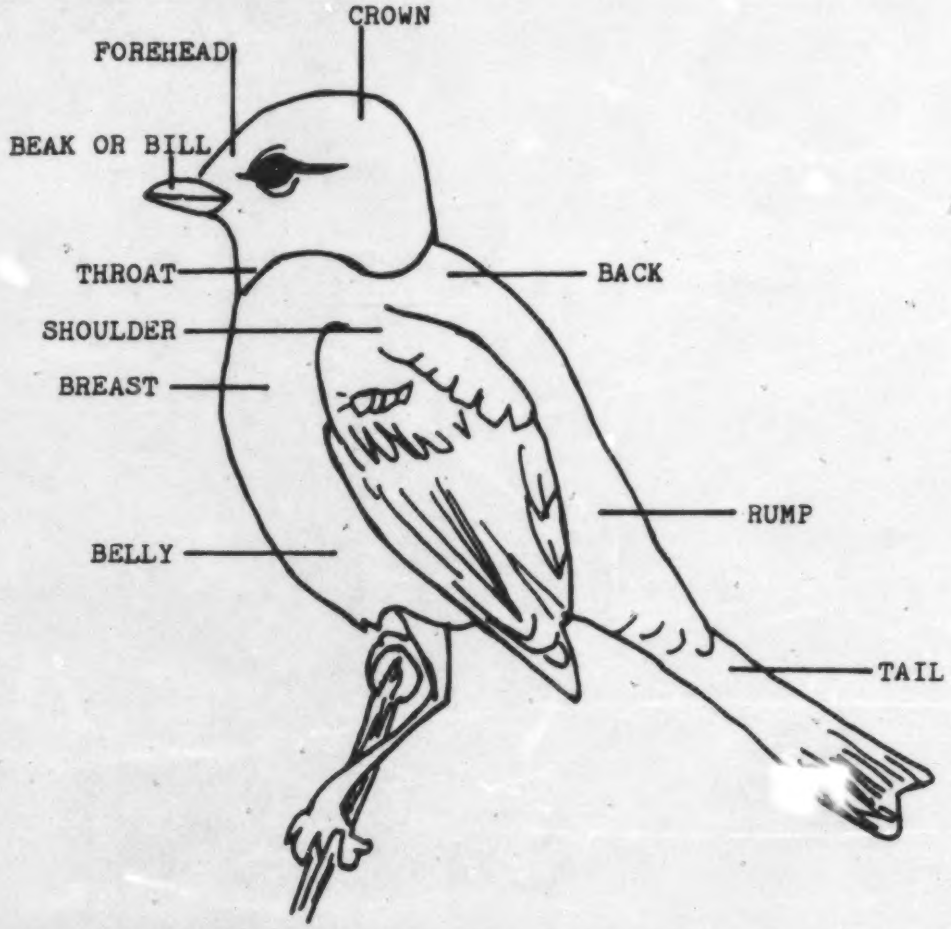
Does it cock its tail up like a Wren or does it hold its tail down? Does it wag its tail? Does it climb trees? Does it feed on the ground? Does it walk or hop? Does it scratch among dead leaves? Does it peck on trees?

7. What does it <u>sing</u>?

Many bird watchers identify birds by their voices - Chickadees, Killdeer, Phoebes, and Bobwhites say their names clearly. Try to write down in words what you think the call of the bird sounds like.

8. <u>When</u> is it found?

Is it here only during the winter as a Tree Sparrow or does it fly south in the winter as most Robins or is it a permanent resident like the Cardinal, or is it migrating through? To answer this type question, observation for several months or several years is necessary.




LOOK

<u>Binoculars and the Sun</u> - <u>NEVER</u> look at the sun through you binoculars. This can burn and permanently damage your eyes.

BIRD CLUE CHART

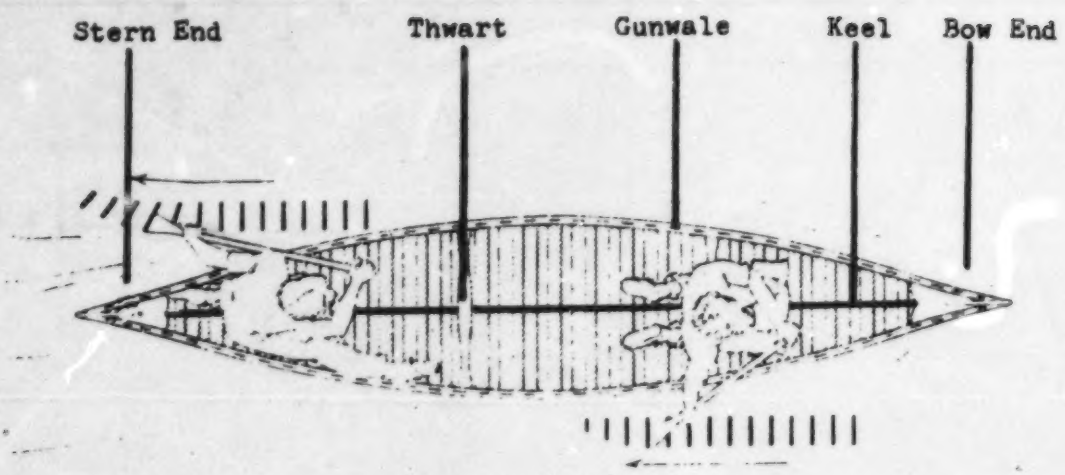
| SIZE OF | COLORS | SHAPE | HABITAT | FLIGHT | ACTIONS | SONG | NAME |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Bird Bands

If you find a band on a bird's leg, send the following information to the Bird Banding Office, U.S. Fish and Wildlife Service, Washington, D.C.: 1. You name and address 2. All letters and numbers on the band 3. Date and place found (nearest town and state) 4. How you found the bird - hunting, road kill, sick bird, live bird, etc. You may keep a band found on a dead bird; on a live bird write down the band numbers and leave the band on the bird's leg when you release it. The bird banding office will send you a report telling when and where the bird had been banded plus a certificate.

## CANOEING

### Canoe Basics




This picture shows two canoeists correctly kneeling and using the basic paddling strokes. The stern man is performing a steering twist to keep the canoe on a straight course. The backing stroke - pushing the paddle from the stern (back) of the canoe to the bow (front) should be used to avoid collisions, back up, and stop.

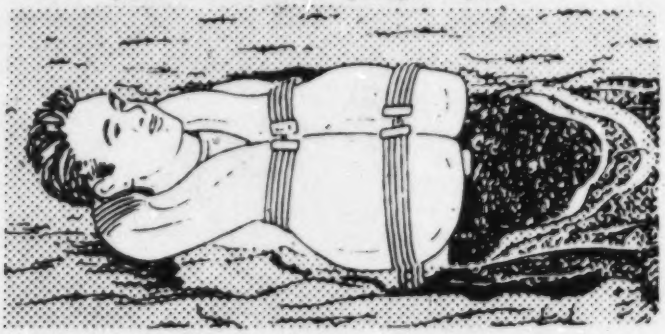
### Boarding and Landing

To board, the canoe should be completely afloat first. Then the stern man, being the captain, holds the canoe while the bow man steps into the canoe holding a thwart or both gunwales. Next, the bow man holding the bank with his hand or shoving his paddle firmly against the lake bottom steadies the canoe while the stern man gets on board.

To land, the opposite occurs with the stern man getting off first while the bow man holds. Then the stern man steadies the canoe while the bow man gets out. Remember-Bow man on first, off last! Be careful during landing - most tipovers occur then.

Rules While Afloat

1. Kneel only - never sit on a seat; never stand up.
2. No horse play - no rocking, no splashing, no colliding with another canoe.
3. Care, Cooperate, and Communicate with partner! Stern man is Captain and has the final say.
4. Life preserver should never be adjusted after a teacher has fitted and inspected it on you. It will keep you safely afloat face up when fitted properly.



What did you learn about canoeing and about working together?

How did you help someone or someone help you?

What part of the canoeing activity made you feel best?

## COMPASS TRAIL

### Why A Compass Needle Points North

The whole Earth is a giant magnet with one end of the magnet in the North and the other in the South. The red end of your compass needle has been magnetizied so that it will point to this Magnetic North Pole. The Magnetic North Pole is located in northern Canada not very far from the real graphic North Pole. Don't get close to objects that contain a lot of iron like chairs or table bottoms. They will attract the compass needle so that it does not point north.

### Using A Silva Compass To Follow A Trail

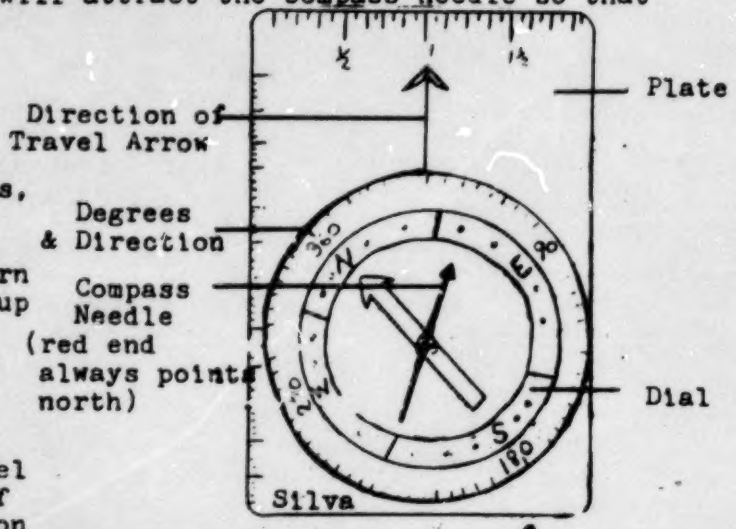
Find the direction that you wish to go in degrees, called the bearing.

1. Hold the base and turn the housing to line up the desired bearing (direction) with the Direction of Travel Arrow.

2. Hold the compass level and close in front of you with the Direction of Travel Arrow pointing in the direction you are facing. Turn yourself (not the compass) until the red end of the needle points towards the letter N. The compass is now oriented. You should now be facing in the direction you want to go.

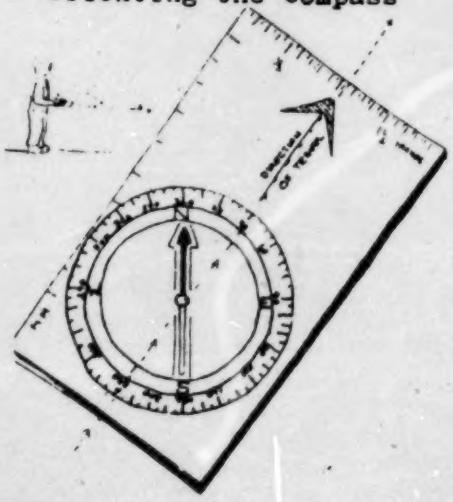
3. Sight over the Direction of Travel Arrow into the distance to some object. Walk the given distance toward that object. Be careful to start walking the correct bearing and walk in a straight line.

4. When you reach the object set the new bearing and repeat the above procedure.



Compass Parts

Orienting the Compass


An Oriented Compass

## Finding Length of Your Step

You will have a chance to find out how long your average walking step is. To do this you will walk a known distance, probably 20 feet, counting how many steps you take. Then you will divide the number of steps into the distance walked:

length of step

number of steps | distance walked

For example, if it took you 9 steps to walk 20 feet, how long would your step be?

$$9 \overline{)\,20'} \quad 2' \text{ remainder of } 2$$

$$\underline{18}$$

$$2$$

Therefore your average step is a little bit more than 2 feet long.

In the space below figure out your average step.

20'

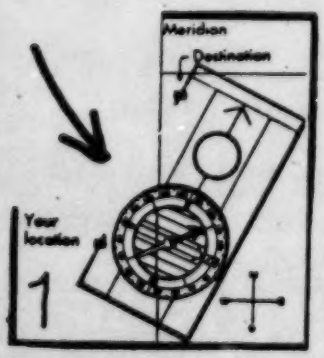
My average step is _____ feet.

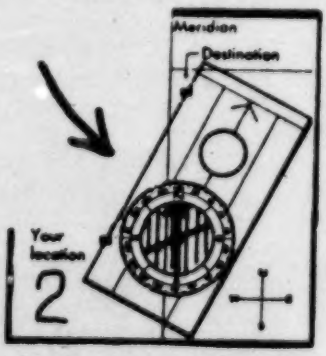
## Hiking With Map and Compass (Getting Lost)

1. Place the compass on the map with left edge along the desired line of travel.

2. Turn dial until the compass meridian lines on the transparent plate are parallel with the meridian lines of the map and North (N) points to North on the map.

3. Without changing the dial setting turn the entire compass horizontally until the red end of the magnetic needle points to North (N).



## CONSERVATION OF OUR ENVIRONMENT PROJECT

Conservation is the wise use of human and natural resources in our environment. Our environment includes everything living and nonliving around us. What are our natural resources?

1. Air
2. Water
3. Soil, Rocks and Minerals
4. Wildlife - Plants and Animals

What is meant by wise use of natural resources? Wise use means to use and enjoy these resources and at the same time to protect them so they will not be destroyed. Then other people in the future can use and enjoy these natural resources.

What are Human resources?

Human resources are the abilities you have to do and make things in your environment. Think about your actions to make sure you are using your human resources to improve our environment.

This week you will have a chance to protect, improve, and use wisely the resources here at the Richland Rural Life Center during your conservation project. Your first project will be a timber pruning project described below.

TREE PRUNING - cutting all branches from the lower half of pine trees or removal of sapling trees and vines competing with the pine trees.

Objectives:

1. Create better quality lumber without knots
2. Make shelters for rabbits, opossums, skunks, birds, and other wildlife

Equipment:

Bow saws
Pole saws

Method and Rules:

1. Share a saw with a partner, one pair of students to each tree.
2. Bow saws are to be used for sapling and vine underbrush removal and low pine limbs. Pole saws are for pruning higher pine limbs (live and dead).
3. One person saws. The partner holds the branch or tree, then stacks it in a large pile for wildlife shelter. Switch jobs after several branches or each tree.
4. Prune each pine limb close to the trunk and each sapling close to the ground.
5. Cut only the limbs on the bottom half of each pine tree.
6. Do quality pruning, not quantity. What does this mean?
7. The saws are very sharp. Be careful! No running with saws.

Questions:

1. What animals might use this shelter?

2. When would animals use this for a shelter?

3. What makes a knot in lumber?

4. Why cut down saplings?

   Why cut down vines?

5. (You write a question and answer about what you did and learned.)

_____

_____

_____

_____

_____

_____

## COOKING OUT

Cooking outdoors over an open fire has existed as long as man has been on the earth. Fire building is a skill which is basic to comfortable survival in the outdoors - from cave dwellers, to Indians, to you.

Learning to build a fire and do it safely has always been a challenge. You will have the challenge to safely build a fire to cook on.

### Safety First

1. No horseplay around a fire! No "Jack be nimble, Jack be quick, Jack jumps over the cook fire sticks," no pushing, no standing on logs, no playing in the fire, no waving of glowing sticks.

2. If you catch on fire, roll! If someone catches on fire roll him/her on the ground!

### Pitch In

As part of a fire and cook team you are expected to work hard and enjoy completely all parts from Planning thru Cleanup. Do your share!

1st Planning

Your fire and cook group will make a number of decisions about who carries what items to the firesite, what fire design to use, who lights the match, etc.

2nd Gathering Firewood

(Tinder) "First a curl of birch bark as dry as it kin be,
(Kindling) Then some twigs of soft wood, dead but on the tree,
(Fuel) Last o'all some pine knots to make the kittle foam,
And thar's a fire to make you think you're settin'
right at home."

Ernest Thompson Seton
Author and Boy Scout

Tinder - very thin dead twigs on trees, particulary pine
- wood shavings
- dry weed tops
- bark, particulary grapevine pieces

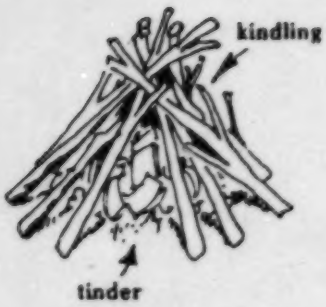
Kindling - "squaw wood," small diameter dead twigs and branches still on trees; "If you can't snap it, scrap it."

Fuel - larger dead branches
- split logs
- 2" x 4" pieces

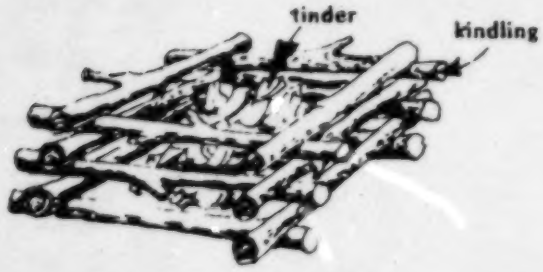
3rd Making the Fire

Choose the fire style that you believe will best work with the way most of your fire group will be cooking. (for example - pans, pots, foil, hot dog stick)

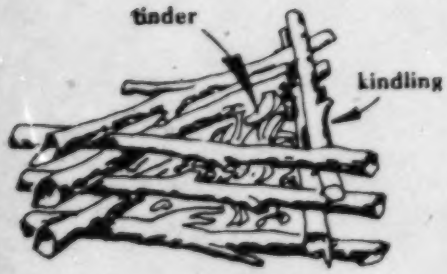
FIRE STYLES




TEPEE

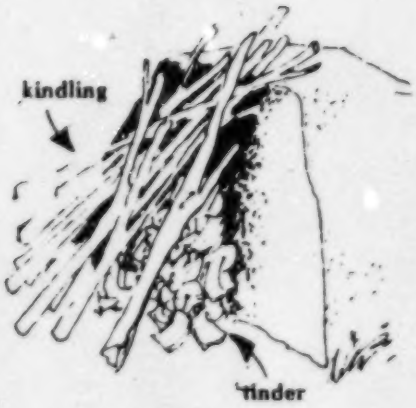



LOG CABIN




ANIMAL PEN

CRISSCROSS




LEAN-TO

When you lay the fire, place the tinder, then kindling loosely so air will flow thru it. Light the tinder from the up wind side. After the kindling gets a good start, feed pieces of fuel wood from the down wind side. Start with thin fuel wood, then gradually thicker pieces.

4th Cooking

"Flames for boiling, coals for broiling."

Allow the fire to flame up then burn down to some coals if you are broiling in a pan or in foil. Boiling food or liquid in a pot can be started much more quickly. Adjust the burning fuel wood so that as many students as possible can use the fire at the same time.

5th Clean Up and Put Out

Remember these two actions for cleanup:

1. Make no mess, have no mess!
2. Leave the fireside cleaner than you found it!

Why should you do these two actions?

Follow these steps for putting out your fire:

1

Extinguish you fire by sprinkling it thoroughly with water.

2

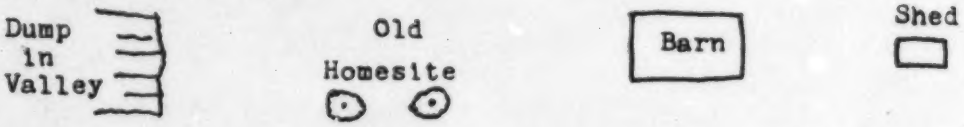
Turn smoldering sticks and logs over and drench them on all sides

3

Bury wet ashes or cover spot with soil. When soil feels cool, the fire is dead out.

## DIGGING PIONEER HISTORY

Over 100 years ago the Redding family cleared land and built a house and barn on what is now the Richland Rural Life Center. Until the 1940's these pioneers and their children lived and farmed these 80 acres of land. Today you are going to explore the old homesite, barn, and nearby places to learn how this pioneer farmer and his family lived.




**Shed and Barn**

Which is older? How do you know?

What can you find to show what the barn and shed were used for?

How has the barn changed?

**Homesite**

What parts of the old house can you find?

What flowers, shrubs and trees growing around the homesite were probably planted by the pioneer family? Look closely.

Did the pioneer farmer have an orchard? What fruits?

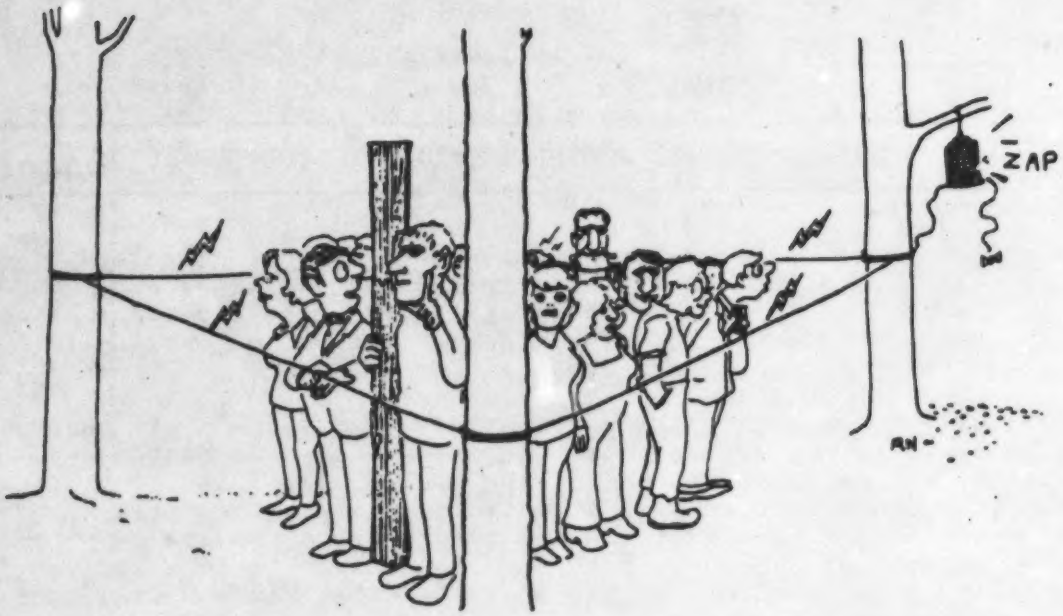
How did he use his land?

**Dump**

Answer two of these questions or draw and label two of your pioneer artifacts.

1. What did you find?
2. How were they used? (Use books in outdoor library.)
3. Which artifact piece do you like best and why?
4. Why do we consider these things that the pioneers threw away as junk valuable today?

## ELECTRIC FENCE




Object:

To transport a group over an "electrified" fence using only themselves and a board.

Procedure Rules:

1. If a student touches the fence (rope), he is "dead" and he must attempt the crossing again. Any person touching the individual as he touches the wire must also return for another crossing.

2. If the board touches the fence, all those touching the board are "dead" and must attempt another crossing.

3. An "electric field" extends from the fence to the ground and cannot be safely touched and so cannot be of assistance in the problem.

Safety Rules:

1. Nobody may be thrown over the fence.
2. The last person may not dive head first over the fence.
3. Students must spot each other up, over, and down the electric fence.

To Think About:

1. When did you feel best? Why?

2. Tell about how your group worked together at the beginning of the activity?

3. Tell about how your group worked together at the end of the activity? Why?

4. What do you think was the reason for doing this activity?

## NATURE TRAIL

Careful observation is the key to a successful nature trail hike. Observation means that you must use all your senses to know the world around you. You may need to touch or handle something or stoop or stretch so that you make full use of the tools you have for observing--your senses. Until you have devoted unhurried time to observing, you cannot understand nature.

Suppose you are observing an insect--rather than asking first, "What is it?" You might observe its eyes, count its legs, etc. Then really look at it! When you study it you may learn that it has six legs, wings instead of arms, feelers instead of ears--all these clues will help you learn about it.

There will be many more things to observe along the trail than you will have time for. Take your time and see as much as you can. There is no rush to reach the end of the trail. Along the trail you will find small markers made from tin can lids. The first one will be shown to you by your teacher. From then on you are on your own. The markers are there to help you find things to look at, but there are other interesting things, too. See what you can find that does not have a marker.

Nature Trail Notes should be helpful. Take good notes--you will need them as you try to research what you have discovered.

POISON IVY - <u>Leaves of 3, let it be!</u>

3 leaflets, often toothed, may be red in early spring or fall

Grows as a standing plant, a vine up a tree, or a vine along the ground

Clusters of white berries present in fall and winter-food for pheasant, song birds, and quail

Similar plants:

Virginia creeper - vine with 5 leaflets

Poison oak - 3 leaflets, but only in South

Poison sumac - 7 to 13 leaflets not toothed, none found at Rural Life Center

STINGING NETTLE - <u>Don't settle with nettle!</u>

Stinging hairs along stem and branches raise white bumps that itch violently for about 30 minutes

Grows upright (not vine) in moist ground often on hills

Medicine for nettle - crush the stem of jewelweed (touch-me-not) and rub the plants juice on the itching skin

# WHO GOES THERE?

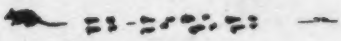
COTTONTAIL RABBIT

BIRD

CHIPMUNK

SQUIRREL

MOUSE
(note tail drag)



SKUNK

RACCOON

FOX

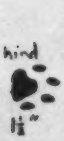
(track almost a straight line)

OPOSSUM




DOG

DEER



HOUSE CAT

WOODCHUCK (GROUNDHOG)

NATURE TRAIL NOTES Fall Date _____

| MARKER if any | INTERPRETATION, OBSERVATION, CLUE OR DRAWING |
|---|---|
| | |

31

NATURE TRAIL NOTES Spring Date_____

| MARKER if any | INTERPRETATION, OBSERVATION, CLUE OR DRAWING |
|---|---|
| | |

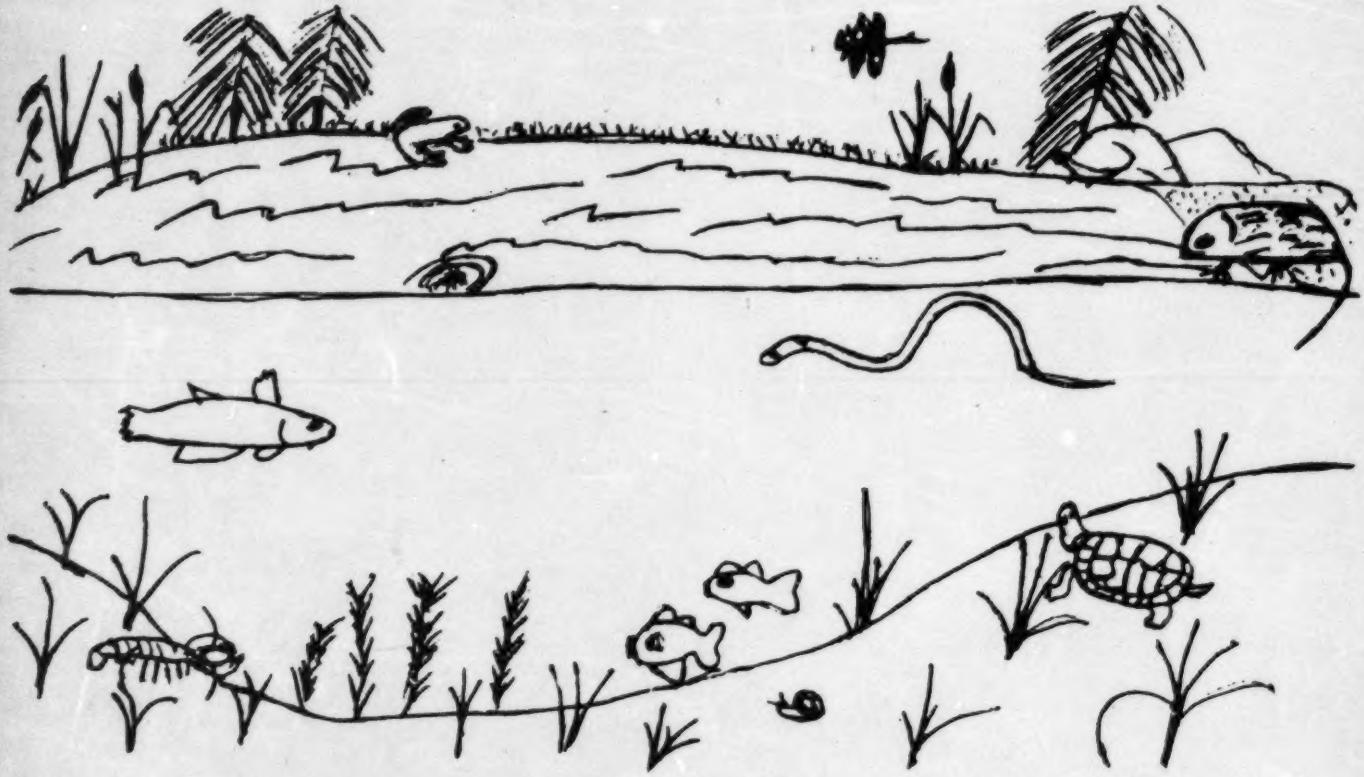
# POND LIFE

## Community

Ponds are smaller and shallower than lakes. Plants grow on most of the bottom of all ponds, but do not grow on the bottoms of lakes. Why? Animals often live in and around these plants. Some animals help others; some eat others; some just live near others. Because all of the plants and animals live around each other and depend on each other just like people who live in a town, the pond is called a community.

## Habitat and Niche

Some animals and plants live on the surface of the pond. Others choose to stay in the open water. Many plants and animals live and feed on the bottom of the pond. Look at the picture and see where some of the animals live. Why does each one live where it does? What does each one eat?



Some plants and animals live in a certain place because they find food there. Others find materials to build their homes there. What would be other reasons for living in a certain place? While you are at the pond see what animals and plants live at the surface, in open water, and on the bottom.

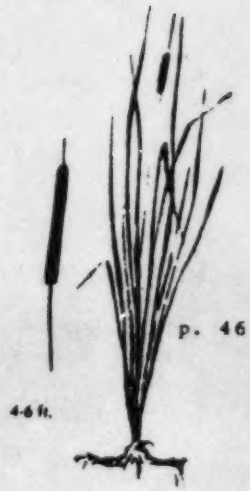
## Changing Pond

300 years from now the Rural Life pond may be a forest, Dead pond plants and leaves from nearby trees fall to the bottom of the pond, making the water shallower. More plants grow in the shallower water until the pond is so shallow that you can see plants everywhere. Even some of the land plants begin to grow in this now very shallow water. As the kinds of plants change, so do the kinds of fishes, insects and other animals. Finally the pond is completely filled in by decayed plants. Land plants now grow all the way across and forest animals replace fish and frogs.

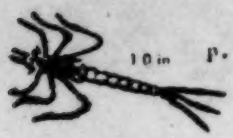
Under the picture of each animal or plant you find, write its name and information observed and looked up.

## Vertebrates

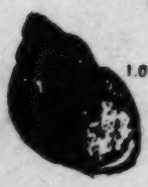
## Plants



## Insects ( 6 Legs )



## Other Invertebrates



## Microscopic Life

p. 82

p. 80

p. 118

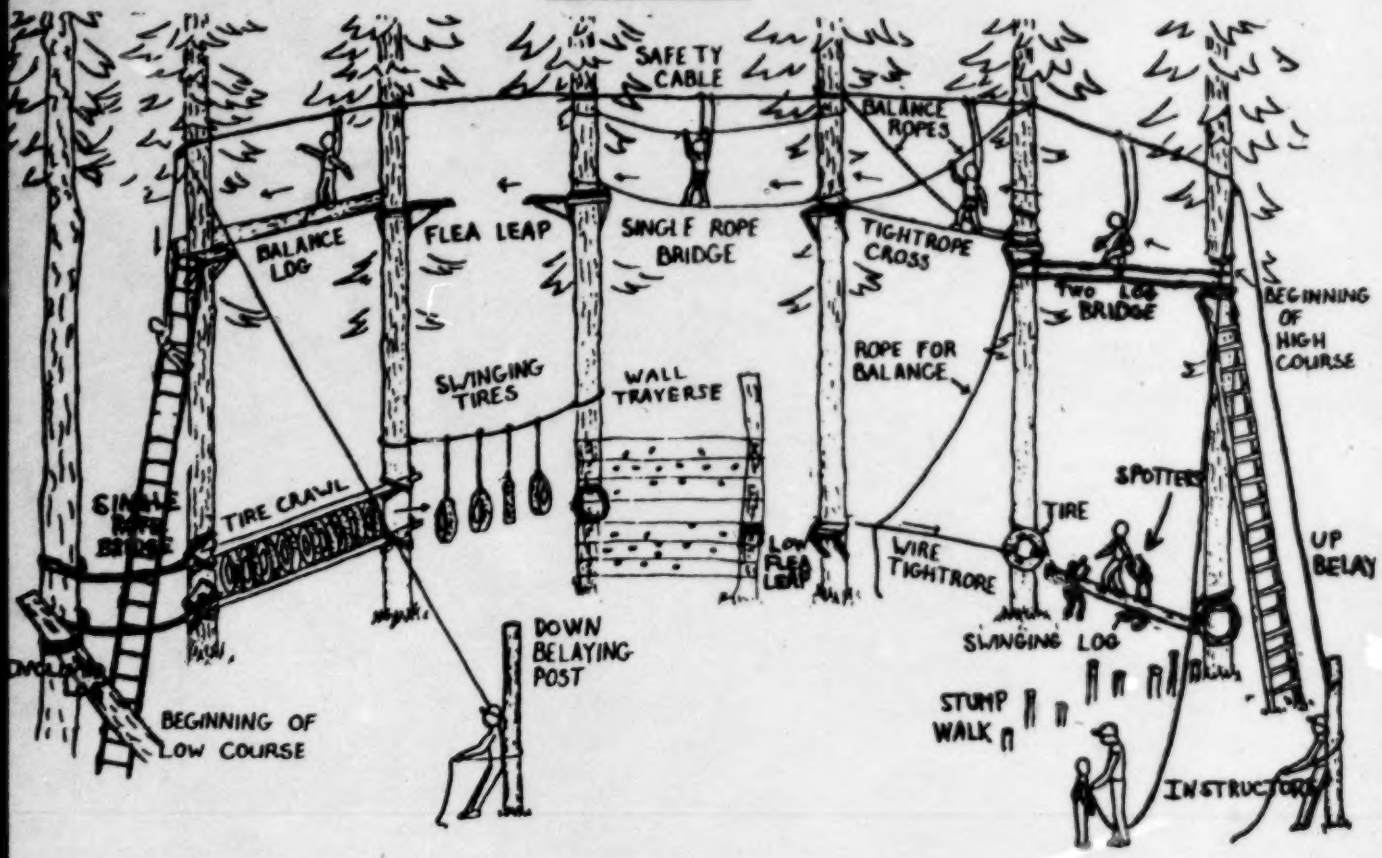
p. 76

p. 76

p. 34

## Other Animals and Plants Described or Sketched

## ROPES COURSE




This ropes course will be a challenge -- some parts will be difficult or scary to some people. Words like, fear, anxiety discomfort, risk, stress will come to mind.

Low Course Rules - Safety First!

1. No sharp objects like pick, combs or pencils in pockets and no gum or candy.

2. A person on any low course obstacle must be spotted at all times by the two others persons on his team. This safety procedure must be followed even when a person goes back to try an obstacle again.

Ropes Reactions

How do you feel about yourself after completing the lower course?

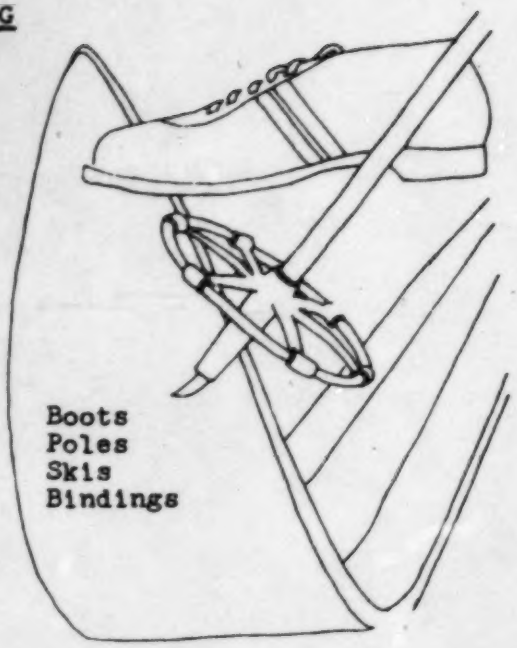
Who from the other school felt like you did?

How did your group of 3 help you?

Describe your feelings about going on the upper course next year.

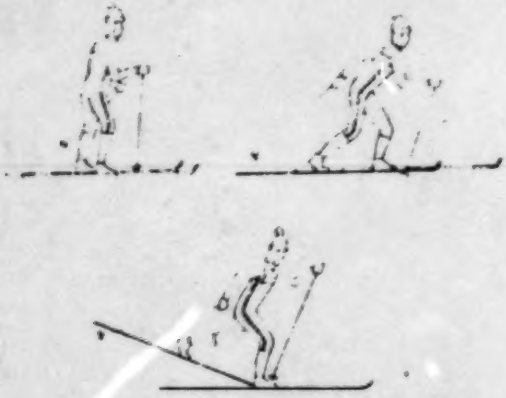
## CROSS COUNTRY SKIING

Cross country skiing also called nordic (north) skiing or ski touring is different from down hill skiing where skiers ride lifts to the top of a hill and ski down. Nordic skiing is simply ski-hiking across any snow-covered area. Compared to down hill skiing cross country skiing is safer, easier to learn, less expensive, can be done almost anywhere, is family fun, and provides the opportunity to enjoy the beautiful winter outdoors.



Boots
Poles
Skis
Bindings

### Diagonal Glide Technique



This the most important maneuver that you will learn as a beginner. This is basically how the Scandinavians moved over the snow for the past two or three thousand years. There is no mystery to it. In the very beginning, they simply walked the same as they did in the summer...with the opposite leg (ski) and arm (pole) walking together. After a couple hundred years though, the Scandinavians discovered that if they would slide their skis, it was easier than walking on them and they would go faster too. Remember-right arm (and pole) goes forward when the left leg (and ski) goes forward.

### Rising From A Fall

Assuming that your skis have crossed, rollover on your back and with your legs in the air, get your skis parallel. Then place the skis on the ground across the hill not pointing up or down hill. As you rise, your weight must be kept well forward, towards the ski-tips. Use your hands or poles to stand-up.

## Grip Your Pole Correctly

Use it correctly for balance and to help you move forward.

## Boot Conversion Tables

The ski boots are measured in centimeters. Find the metric size boot you will need. If you have very thick socks, take the next largest metric size.

| American Sizes | | European Sizes |
|---|---|---|
| Women | Men | Metric (men and women) |
| 1,2,3 | 1,2,3 | use 36 cm. |
| 4,5 | 4 | 36 cm. |
| 5½ | 4½ | 37 cm. |
| 6,6½ | 5 | 38 cm. |
| 7,7½ | 5½,6 | 39 cm. |
| 8,8½ | 6½ | 40 cm. |
| 9,9½ | 7,7½ | 41 cm. |
| 10 | 8,8½ | 42 cm. |
| 10½ | 9,9½ | 43 cm. |

What were your two favorite parts of the cross country trail? Why?

How did you help other students ski? How did you feel then?

How did other students help you ski? How did you feel about them?

## TRAPPING

With a partner or two you will set a box live trap (not a painful leg-hold trap) to try to catch some animal from a small bird or mouse to a skunk or large raccoon. Trapping animals is both luck and skill. Luck is hard to control. You can be most skillful by using these ideas.

1st Day - Setting Your Trap

1. How to Set your Trap

   Discover how to set it. Trigger it. After it is baited, locked and chained to a tree try it out again.

2. Where to Set your Trap

   What clues should you look for to show that an animal has been around?

3. What Food to use to Bait your Trap

   Refer to the Trapping Sign-Up List or look up on your own foods that will attract your animals.

4. Caution: If the weather forecast is for cold and/or rainy cover your trap so that your animal will not freeze to death!

2nd Day - Retrieving Your Trap

1. Caution - Beware: Any mammal (animal with hair or fur) can carry the disease rabies that can be deadly to humans if the rabid animal bites the person. Do not touch or get your hand near a trap with an animal in it. Carry the cage with the chain, not holding the trap itself.

2. Check in your trap, lock, key, and chain after the animal is released by a teacher and/or the food is cleaned out.

3. Observations and Interpretations about Trapping

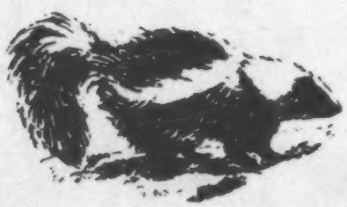
   Why do you think you were successful or unsuccessful?

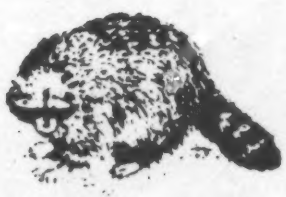
   If unsuccessful, were there any signs of an animal coming around your trap?

   What did you observe about the behavior of one trapped animal?

   Why did it respond that way?

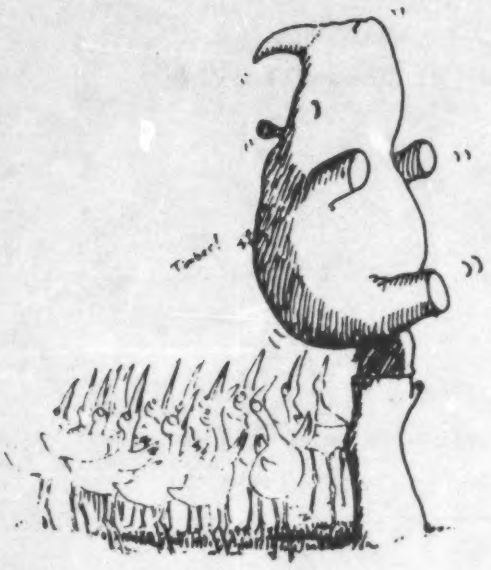
   How do you feel about catching then releasing an animal?





## TRUSTFALL AND BEAM

**Trustfall Challenge** - to fall backwards off a four foot stump into the arms of students in your tribe.




Rules for catchers:

1. Encourage, never put down!
2. Be ready.
3. Do not hold hands.

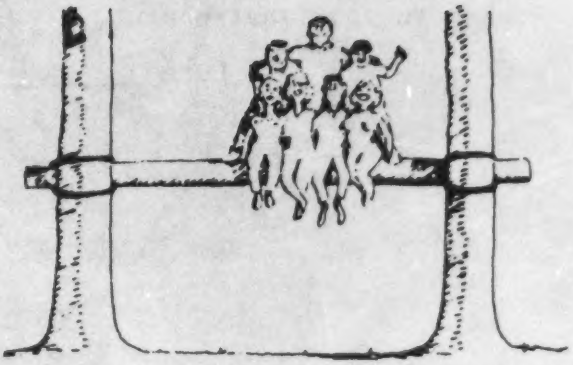
Rules for faller:

1. Remove eyeglasses and sharp objects from pockets.
2. Keep whole body stiff, do not sit down.
3. Clasp hands in prayer and tuck elbows in gut (do not throw arms out).

TRUST

FEELINGS
before and after

Beam Challenge - to get the entire tribe over the seven foot beam.



Rules:

1. Everyone must be involved all the time - climbing, lifting, or spotting up, over, and down (hands up to break fall if person slips).
2. Remove eyeglasses and sharp objects from pockets.
3. Slide down off beam on your belly - do not jump down.
4. Once a person is over the beam he cannot help others except by spotting.
5. Only two persons may stay on beam to lift.
6. Trees, poles, belts, or other objects may not be used.
7. Beware of kicking feet.

How do you feel about your tribe after finishing the trustfall and/or beam?

When did you feel best? Why?

When did you feel worst? Why?

What might you do differently in climbing the wall next year?

## WRITING ABOUT OUTDOOR HUMAN RELATIONS

You may use this page to write a diary of your activities day by day, your feelings about new friends, favorite activities, things discovered, and other interests. You may also be given a special activity to go outside and creatively write on this page your feelings about someone or something in your environment.

Date_____

# TEACHER'S GUIDE

## OUTDOOR HUMAN RELATIONS PROGRAMS
## MANSFIELD CITY SCHOOLS

### Classroom Teacher Responsibilities

1. Collect and bring permission forms to Rural Life Center on first day.

2. Order milk and free lunches from cafeteria.

3. Divide students into four tribes (Delawares, Shawnees, Wyandots, and Ottawas) with about an equal mixture of majority-minority students. Try not to put one minority student alone.

4. Teach pre and post human relations-environmental activities (filmstrips, games, worksheets) with assistance from outdoor staff.

5. At Rural Life Center each Pond Life (5th grade) or Weather-Smudge Art (6th grade) in fall, Bird Watching in winter (5th and 6th grades). On site assistance will be provided by outdoor staff as well as the printed teachers guide.

6. At Rural Life Center, team with outdoor staff to provide positive experiences for all students by assisting in solving student or human relations problems and helping in maintaining discipline.

7. If you are sick or taking personal leave on an outdoor education day please call Michael FitzSimmons at the Rural Life Center (522-5927) or at home (892-2356).

## Suggested Pre and Post Activities

I. Sound Filmstrip Sets - Instructional Materials Center (Raemelton IMC) 756-0085

A. Human Relations

*1. Gues Who's In A Group
2. What Do You Expect Of Others
3. It's OK For Me, Its OK For You
*4. Developing Basic Values
*5. Our Values
6. Learning About Me
*7. Basic Concepts in Social Studies (Why We Need Each Other)
*8. Learning About Human Relations (Picture Packet)

B. Environment

*1. Environmental Awareness
2. Conservation For Todays America
*3. This Earth: Everything Fits Together
4. This Earth: How Life Adapts
5. Ecology
6. Ecology - Balance Of Nature
*7. Ecology - Spaceship Earth
8. Our Environment: Aesthetics
9. Your Senses And How They Help You

II. Films - Satellite V Film Center - 524-4004 Ext. 248

A. Human Relations

*1. M-263 Values: Understanding Others
*2. J-30 You Belong
*3. J-5 But... Names Will Hurt
4. J-6 But They Might Laugh
5. J-9 Can I Help

NOTE: Numbers 2-5 are probably, available only until January 1, 1980.

B. Environment

*1. V-178 Lets Help Recycle
2. M-211 Our Land Needs Your Help
*3. M-177 Man's Effect On Environment
4. M-64 Conserving Our Natural Resources
*5. M-209 Once Upon A Wilderness
*6. V-296 Walk In The Forest
*7. RC-176 Pursuit Of Man's Past
*8. AC-17 Exploring The Night Sky
*9. M-262 Universe



*Means Outstanding Materials

III. Games

**1. Coca Cola's Man In His Environment- a super simulation (Make Your Own World) - available in each building library and from Raemelton IMC 756-0085

*2. No Time To Waste
(game, environmental song record, filmstrip, 30 student comic books) - set available in each building library; 30 student books abailable from Raemelton IMC 756-0085

*3. Pollution Game
(set of 8 for whole class use) - available from Instructional Materials Center 756-0085

*4. Dirty Water Game
(set of 7 for whole class use) - available from Instuctional Materials Center 756-0085

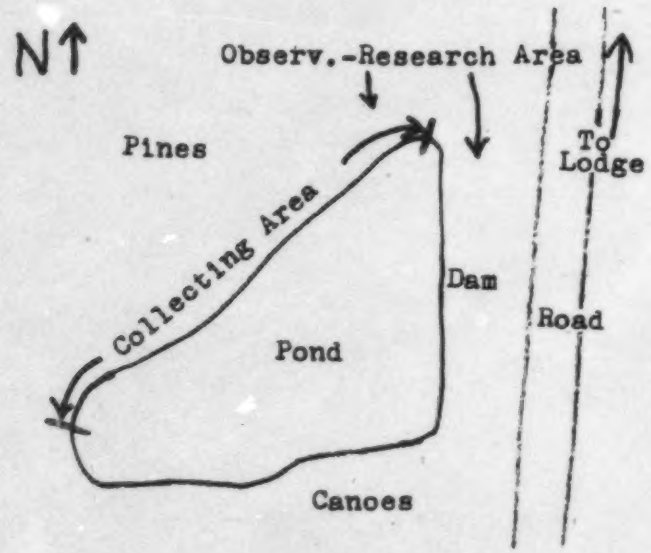
* All Games Are Outstanding!

## POND LIFE

### Behavioral Objectives

By the end of the pond life activity each student will have:

1. Felt algae and mud from pond bottom
2. Touched 3 pond animals
3. Smelled one animal
4. Observed and recorded two observations for at least one pet
5. Researched two facts about his pet
6. Developed a positive attitude about the pond
7. Become more humane to insects and other small animals
8. Describe an interrelationship between two things at the pond
9. Correctly used a microscope
10. Worked humanistically with a student he/she didn't previously know



# POND LIFE

## Teaching Pond Life

1. Have students read first page, then discuss ecology concepts briefly.

2. Pair students up -- one from each school and integrate them as far as possible.

3. Give out equipment and supplies -- one net and one jar or can per paired students.

4. Have students deposit their books and all other equipment brought to pond under pines.

5. At NE corner of pond by the dam demonstrate scoop and strain technique. Emphasize (1) looking closely for all organisms including nearly microscopic ones,(2) trying to collect as many different species as possible.

6. Go over rules: (1) Keep feet out of water for safety sake and not to scare the pond life.
   (2) Return all unwanted mud and algae to pond before netting again.
   (3) Collect along north shore only.
   (4) Do not bother canoeists.
   (5) Keep no more than 3 fish and 3 tadpoles in jar.

7. While students are collecting circulate around them reflecting their enthusiasm, interest, and observations. Allow 20-30 minutes collecting time.

   Answer fact-seeking questions by suggesting that student waits until research time to find answer or ask clue questions back such as "How many legs does it have?" (4=vertebrate, 6=insect, 8=spider, more than 8=crustacean like crayfish)

8. Optional: Using two sets of waders and a seine allow 2 students at a time to collect at west end of pond.

9. Call students back to site out of view of canoeists for observation and research time. On way back students should clean nets and set them in sun to dry out. If weather is bad take materials back to lodge for observation and research.

10. During observation and research time students should inventory their collected specimens by transferring them from one jar to another circling the correct pictures in their books.

Then using magnifiers, microscopes, and various books have students observe and research one or two specimens in detail recording behaviors observed and facts looked up beside the picture in the book. All should record information.

Caution: Be careful not to point microscope mirror towards sun or eye damage can result. Watch this carefully but don't prevent use of microscopes.

11. Humanely release pond life pets in pond. Only a few special animals should be returned to lodge.

12. Return all equipment-supplies to lodge.

Equipment and Supplies

Pond Life books - 8 Golden Nature Guides
Magnifiers - 8
Nets - ½ number of students
Microscopes - 3 simple
- 3 binocular
Cans or Jars - 8
Petri Dishes - 8
Seine - optional
Waders - 2 sets

## BIRD WATCHING

### Behavioral Objectives

1. Student will show that he enjoys bird watching by a change in his level of interest the second time he goes bird watching or simply by his interest in watching birds when he is not in this activity.

2. Student will be able to synthesize various bird clues he observes to identify the bird.

3. Student will be able to identify at least one bird by its song.

4. Student will be able to explain briefly the migration of some birds.

5. Student will be able to properly use binoculars, a skill valuable for leisure time.

6. Student will be able to describe observed bird behaviors - territorial, mating, feeding, defense of young, nest building, etc.

### Good Locations for Observing Birds - (B)

# BIRD WATCHING

## Teaching Bird Watching

Bird watching should be an activity where students can inductively put together observational clues to identify a bird and/or learn about the bird's characteristics and behavior. The activity should be fun and the process approach of learning about birds should be self-satisfying.

To make a maximum enjoyment and a maximum use of the process approach, you might try these ideas:

1. Go over things to observe about a bird (as in the book) and rules you want, e.g. pointing and whispering but no talking, care of binoculars, binoculars around neck, books and pencils along, never look at sun, etc.

2. Demonstrate the three focuses needed on a binocular: (1) between the eyes distance so you see the most light, (2) zero lined up with the dot on the adjustable right eyepiece, (3) top knob for close and distant focusing. Let students practice focusing their own binoculars inside.

3. Outside, try different areas - open area (as lodge lawn), forest edge, pines, field, pond, heavy undergrowth. Try two approaches: go to birds, let birds come to you.

4. When a bird is observed, don't tell answers or the name of the bird; but, rather guide the students with questions like "did anybody see anything about that bird's shape?"

5. Return in time for research with books and charts kept at the lodge.

6. Setting the bird traps and filling bird feeders (and watching there) are interesting.

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(Feelings in silence)

* 7. Have students lie down on their backs on grass, on leaves, or on pine needles - not making any sounds, perfectly silent (eyes open or shut) for one to five minutes. Ask students if they had any interesting feelings during the silence or what feelings they had.